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ABSTRACT

The guidebook describes procedures for developing a secondary school mentorship program for career education of gifted students. Sample forms and records from a prototype designed by a graduate gifted education class are presented. An initial section presents answers to eight questions about the program that touch upon such aspects as program length, feedback, reassignments, and scheduling. Suggestions are outlined for determining student selection and responsibilities for program development are listed. A 25-week schedule is illustrated. Related activities of student, mentor, and teacher are listed for professional preparation, professional appearance and personal characteristics, performance skills, career assets and liabilities, and career impact. Suggestions for seminar topics are noted and the value of the student journal for examining facts and feelings is stressed. (CL)

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Developing A Secondary Mentor Program

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DEVELOPING A SECONDARY MENTOR PROGRAM: A GUIDEBOOK

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1983

Paper presented at the Annual Conference of the National Association
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INTRODUCTION

This guidebook for developing a secondary school mentorship program is the product of a graduate gifted education class at The University of Texas at Tyler. The class designed, implemented and evaluated a mentor prototype, working with gifted students in a chemistry class at Robert E. Lee High School in Tyler, Texas.

Mrs. Dottie Wierick, teacher of the gifted chemistry class, served as coordinator of the project for Tyler ISD. She also is a major organizer and editor of this guidebook.

Much of the career education information is based upon the work of the Partners in Career Education project (1972-77) which designed the state plan for career education. The following individuals were directly involved in the production of this volume: Dottie Wierick, Beverly Cottingham, Sandra Boynton, David Newton, and Frances Coker.

Implementation of the pilot program as a cooperative effort was authorized by Dr. Henrietta Grooms, Assistant Superintendent for Instructional Services for Tyler ISD and Dr. Mac Moseley, Chairman of the Department of Special Services at UT at Tyler.

Mr. Billy Hall, Principal at Robert E. Lee High School, facilitated the program in many ways. Through the scheduling of classes, allocating released time for the project coordinator and teachers, and arranging for the mentor dinner, Mr. Hall provided essential support for the effort.

Throughout the project positive comments of the parents were a source of encouragement. The advisory committee for Tyler's gifted program helped by supplying the names of professionals in the community who were potential mentors. Support was also given by Joy Turns, counselor-consultant of the district's gifted program.

The heart of the implemented mentorship was the interaction between the students and the community mentors. Grateful acknowledgement is given to the seventeen sophomore and junior students, their mentors and on-site staffs who participated in the pilot program during the spring of 1983.

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ESTABLISHMENT OF MENTOR PROGRAM

- I. Selection of Coordinator
- II. Determining Scope of Program
- III. Identification of Student and Mentors
- IV. Orientation of Participants
 - Students
 - Mentor
 - Parents
 - Teachers
- V. Scheduling of Major Activities
 - On-site Assignments
 - Seminars
 - Course Compacting
 - Evaluation
 - Culminating Activity
- VI. Implementation of Mentorship
 - Student-Mentor Relationship
 - Teacher-Student Coordination
 - Teacher-Mentor Contacts
- VII. Evaluation
 - Student Performance Program
- VIII. Refinement and Planning
 - Teacher-Coordinator Assessment
 - Coordinator-Administrator Planning

QUESTIONS AND ANSWERS ABOUT MENTORSHIPS

1. WHAT IS A MENTOR?

A mentor is a person actively involved in a profession who invites a student to 1) observe as he/she carries on a regular routine and then 2) allows the student to perform tasks under supervision.

2. HOW LONG IS A MENTORSHIP PROGRAM?

A twenty-five-week program in which the student works directly with a mentor for twelve weeks is outlined in this guidebook.

3. HOW ARE THE STUDENT AND MENTOR PAIRED?

The screening committee interviews the student and pairs him/her with a mentor. After making an appointment, the student interviews the assigned mentor to confirm that the mentorship is mutually agreeable.

4. HOW OFTEN IS THE STUDENT WITH THE MENTOR?

The student is with his/her mentor as often as possible. A minimum of five hours per week is highly recommended.

5. DOES THE STUDENT WORK WITH THE MENTOR OR ONLY OBSERVE?

It is important that the student is actively involved. However, it is not intended that the mentor be disturbed or his/her work be interrupted by the presence of the student.

6. IS FEEDBACK FROM THE MENTOR IMPORTANT?

Yes! Written data is secured from the mentor through the program and student evaluation forms; the mentor's informal oral comments are encouraged.

7. WHAT IF THE STUDENT-MENTOR SITUATION DOES NOT WORK OUT?

Open communication must exist among the student, the supervising teacher and the mentor. Ongoing systematic assessment is essential. If the program is not working well, reassignments must be considered.

8. HOW CAN THE ON-SITE VISITS BE SCHEDULED?

Ways to provide time include: 1) Early release of students from classes two afternoons each week, 2) Scheduling of students to make after-school on-site visits daily, 3) Scheduling of weekend on-site work for selected student-mentor pairs, 4) Compacting of courses, and 5) Re-scheduling of classes to permit one entire day of the mentorship experience each week. MOTIVATED PEOPLE CREATE TIME!

Name of School District
Mentor Program
Address of School District
Student Application

Name _____

Date _____

Birthdate _____
Day Mo. Yr.

Grade _____

Parent/Guardian _____

Phone
home: _____

_____ Street City Zip

work: _____

[List of available mentorships here.]

1. Indicate your first and second choice of the mentorships listed above.

First choice: _____

Second choice: _____

2. Briefly tell why you would like to be in this program.

3. Here are several areas of talent. In which do you see yourself as being the most confident? Rank them in order: (1) best area and (6) your poorest area.

_____ General ability in all subjects

_____ Creative thinking (problem solving, inventions, creative writing, etc.)

_____ Leadership (ability to lead others)

_____ Special subject area (math, science, English, foreign languages)

_____ Visual and performing arts (music, art, acting, etc.)
Name the area: _____

_____ Psychomotor ability (mechanical or athletic skills)
Name the area: _____

4. Have you had any paid work experience?

(circle) Yes No If yes, describe.

5. Are you a member of any clubs or organizations? If so, describe your responsibilities.

6. What hobbies or interests do you have outside of school?

7. What career or profession do you think you will enter?

STUDENT SELECTION

Suggestions for determining student selection:

1. Require a student to apply to participate in the mentor program, using a supplied form and meeting the announced deadlines.
2. Until program is well established, only include students who exhibit dependability, maturity, and self reliance.
3. Require the student to present the following:
 - a) A record of above average grades for the two preceding terms.
 - b) A letter from his/her parents or guardians supporting participation in the program.
 - c) Letters of recommendation from two former high school teachers.
 - d) Confirmation by the school counselor that the student has completed a vocational interest inventory.
 - e) A letter of recommendation from the school counselor.
4. Have student go before a screening committee made up of at least one teacher, the project coordinator, and a community representative. One student already in the program may be invited to serve as an ex officio member of the committee.

CONTENTS OF STUDENT FILE

1. Student's application
2. Student's career inventory
3. Teacher's summary of the student's interview of mentor.
4. Dated weekly summaries of the teacher/student sessions.
5. Mentor's evaluations of student.
6. Vocational biography of mentor written by student.
7. Copy of the student letter of appreciation to the mentor.
8. Parent's evaluation of the program.
9. Mentor's evaluation of the program.
10. Student's evaluation of the program.
11. Copy of excerpts from the student journal.
12. Copies of all correspondence between teacher and mentor and the program coordinator and the mentor.
13. Student resumé.
14. Student essay of career choice including self assessment of personality strengths and weaknesses required for the profession.

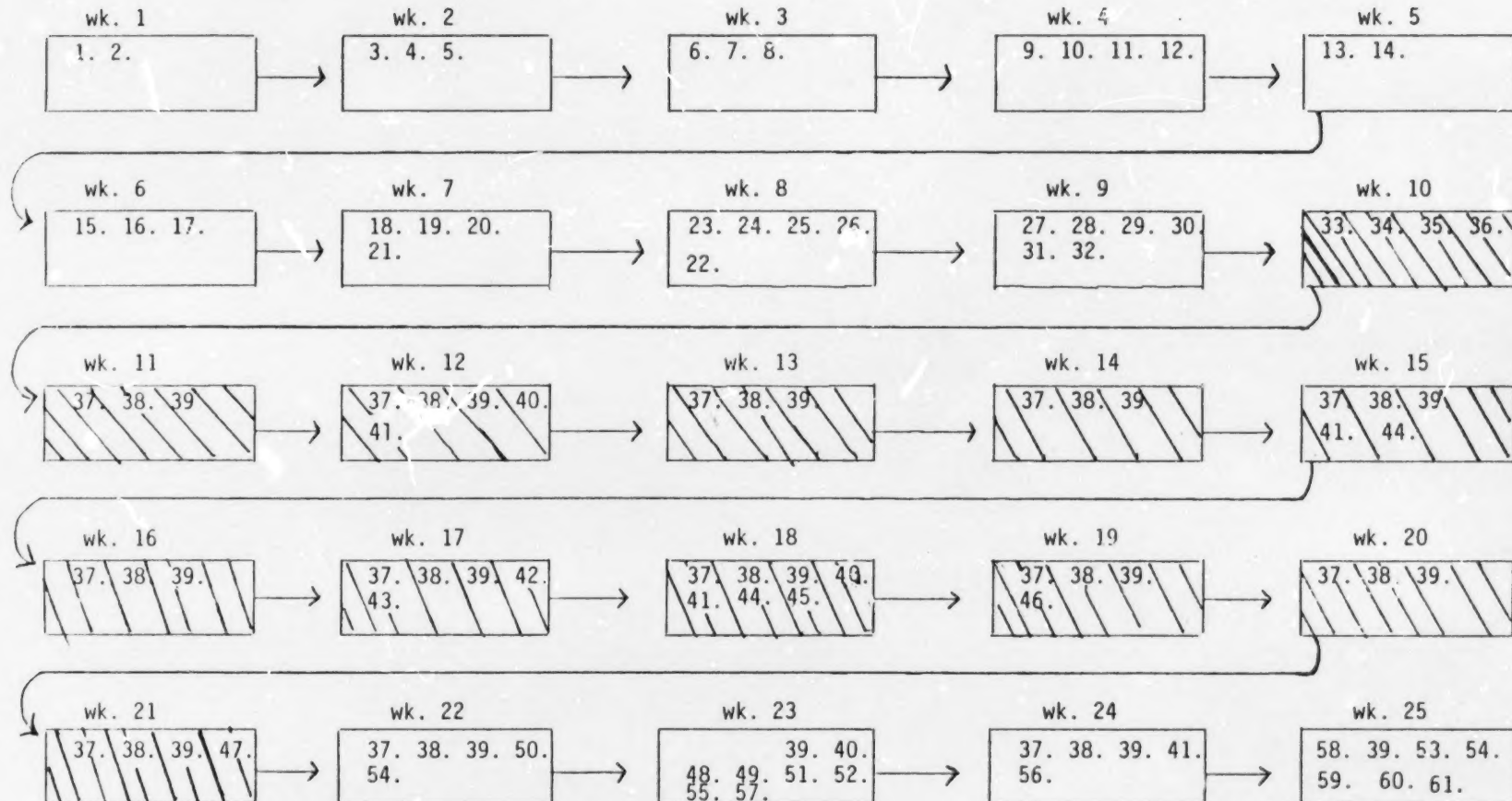
RESPONSIBILITIES RELATED TO MENTOR PROGRAM

RESPONSIBILITY	ASSIGNMENT	COMPLETION DATE
1. Plan basic elements of mentor program.	Principal	
2. Determine focus, size, time of program.	Principal	
3. Secure administrative approval of plan.	Principal	
4. Secure approval of project coordinator.	Principal	
5. Schedule released school time for project coordinator.	Principal	
6. Draft list of responsibilities, persons assigned to each, and deadlines for completion of tasks related to mentor project.	Coordinator	
7. Organize time line charting responsibilities.	Coordinator	
8. Enlist assistance of teachers to serve as liaison between students and mentors.	Coordinator	
9. Develop brochure or flyer describing mentorship program.	Coordinator	
10. Prepare student application form.	Coordinator	
11. Disseminate information and application forms.	Coordinator	
12. Identify group to help survey community for potential mentors.	Coordinator & Teachers	
13. Survey community to locate potential mentors.	Coordinator	
14. Organize screening committee to interview students.	Coordinator & Principal	
15. Interview students.	Screening Committee	
16. Draft list of mentor-student-teacher responsibilities	Coordinator & Teachers	
17. Send letter to enlist mentors.	Coordinator	
18. Design program evaluation forms to be completed by mentor parents students teachers.	Coordinator & Teachers	
19. Telephone potential mentors to determine their availability.	Coordinator & Teachers	
20. Tentatively match students with mentors.	Coordinator	
21. Develop instruments for mentors to assess students' progress.	Coordinator & Teachers	
22. Orient each mentor to program through personal contact.	Teachers	
23. Send thank-you letter to each person originally contacted.	Coordinator	
24. Establish a file for each student.	Teachers	
25. Develop list of names, addresses of all participants.	Coordinator	
26. Request personnel director to instruct students on interview techniques.	Coordinator	
27. Conduct orientation session for students and their parents.	Coordinator & Teachers	
28. Introduce students to mentors at workplace.	Teachers	
29. Schedule four student seminars on school calendar.	Coordinator & Teachers	
30. Schedule teacher sessions.	Coordinator & Teachers	
31. Establish notification procedures in case of student absence.	Coordinator & Teachers	

RESPONSIBILITY	ASSIGNMENT	COMPLETION DATE
32. Meet with student to schedule weekly meetings and to plan journal interview.	Teachers	
33. Accompany students when they interview mentors.	Teachers	
34. Review lists of mentor, teachers, and student responsibilities with mentor.	Teachers	
35. Schedule dinner as culminating activity.	Teachers	
36. Meet with teachers to plan video taping of students.	Coordinator	
37. Meet with student to share journal and monitor progress.	Teachers	
38. File summary of student session in student's file.	Teachers	
39. Meet weekly with teachers.		
40. Schedule facilities, equipment and students for video taping.	Coordinator	
41. Conduct and film student seminar.	Coordinator & Teachers	
42. Contact mentors to assess students' progress.	Teachers	
43. File student evaluation form which mentor completed.	Teacher	
44. Use checklist to solicit students' mid-point assessment of job situation.	Teacher	
45. Take pictures of students and teachers in planning sessions.	Coordinator	
46. Photograph students and mentors in work environment.	Teachers	
47. Plan details of dinner (culminating function).	Coordinator & Teachers	
48. Send appreciation dinner invitations to school officials, mentors, parents and teachers.	Coordinator	
49. Prepare visual presentation of highlights of mentor program. The presentation should be oriented to the interests of community groups rather than educators.	Coordinator & Teachers	
50. Assist students in preparation of vocational biographies.	Teachers	
51. Compile vocational biographies.	Teachers	
52. Distribute program evaluation forms to mentors, students, and parents.	Teachers	
53. Compile evaluation information.	Coordinator	
54. Formulate program recommendations based upon evaluation data.	Coordinator & Teachers	
55. Ask students to write letters of appreciation to mentors.	Teachers	
56. Review and mail students' letters.	Teachers	
57. Prepare brochure for distribution at dinner.	Coordinator & Teachers	
58. Hold appreciation dinner.	Coordinator & Teachers	
59. Send thank-you letters to mentors, school administrators, teachers, and students.	Coordinator & Principal	
60. Review program evaluations and suggested changes	Coordinator & Principal	

SCHEDULE

RESPONSIBILITIES RELATED TO MENTOR PROGRAM



*Shaded areas indicate on-site mentorship of student.

RELATED ACTIVITIES OF STUDENT, MENTOR AND TEACHER

PROFESSIONAL PREPARATION

THE STUDENT WILL:

Identify professional preparation required.

Interview the mentor concerning his/her professional preparation.

Record in the journal data gained re preparation (cognitive section).

THE MENTOR WILL:

Discuss the entry-level preparation he/she had when entering the profession.

Explain his/her plan for continuing to upgrade skills and acquire knowledge.

THE TEACHER WILL:

Instruct the student in interview techniques.

Provide opportunities for the student to discuss information gained with other students.

With the student, review the journal entry (cognitive section).

PROFESSIONAL APPEARANCE AND PERSONAL CHARACTERISTICS

THE STUDENT WILL:

Identify personal characteristics which are essential and/or desirable.

Record in the journal characteristics, habits and attitudes identified by the mentor as important (cognitive).

Determine whether he/she possesses the necessary personal characteristics or has the potential for developing them.

Demonstrate appropriate dress, behaviors, and attitudes in the work environment.

Record in the journal his/her feelings about the work done and the environment.

Record in the journal a self-evaluation of his/her personal traits and behaviors (affective section).

THE MENTOR WILL:

Exhibit personal characteristics he/she deems most essential for success in the profession.

Discuss with the student personal characteristics required for membership in the profession, as well as those special talents that lead to a high level of success in the field.

Complete portion of the student review form that relates to the student's personal attributes.

Counsel with the student concerning appropriate dress and professional manner.

Counsel with the student concerning desirable attitudes and behaviors, i.e., punctuality, dependability, ability to maintain confidentiality.

THE TEACHER WILL:

With the student, review entries in the student's journal (affective section).

Encourage the student to identify essential personal characteristics during seminar sessions.

Provide opportunity for a personnel manager to counsel with the student prior to his/her first meeting with the mentor.

Counsel the student concerning the display of appreciation to associates both verbally and in attitude throughout the program.

Make sure the student writes a letter of appreciation to the mentor.

Help the student make any needed corrections to the letter, mail the letter to the mentor, and place a copy in the student's file.

Assist the student in developing a self-assessment instrument.

Place a copy of the completed instrument in the student's file.

PERFORMANCE SKILLS

THE STUDENT WILL:

Keep the journal record of professional work which he/she performed and skills involved.

Record in the journal his/her progress in gaining skills and knowledge demonstrated by the mentor.

Be able to demonstrate the proper use and care of any necessary equipment.

THE MENTOR WILL:

Permit the student to serve as an apprentice, engaging in hands-on work.

Frequently assess student's progress and provide oral feedback to him/her.

Complete portion of the Student Review Form which pertains to the student's skills.

Show the student proper use and care of all necessary equipment.

THE TEACHER WILL:

With the student, review the journal to assess the student's progress in performance skills. The teacher will record the results of the session in the student's file.

Have the mentor complete the Student Review form and place a copy in the student's file.

Emphasize importance of writing in the journal each day.

CAREER ASSETS AND LIABILITIES

THE STUDENT WILL:

In video-taped discussions and journal entries, describe 1) the advantages and disadvantages of the career explored (cognitive and affective) and 2) personal satisfaction that the mentor seemed to derive from the career (cognitive and affective).

THE MENTOR WILL:

Tell the student what rewards he/she receives from work, especially in terms of money and personal satisfaction.

Tell the student the limitations and disadvantages of his/her career choice.

THE TEACHER WILL:

At the end of the project, participate in a video-taped interview with the student to determine the student's view of the observed career's assets.

With the student review the journal and discuss benefits and limitations of the career.

Assist the student in comparing careers within the mentor's field.

CAREER IMPACT

THE STUDENT WILL:

Discuss ways in which the particular career affects the mentor's lifestyle and project how it would affect his/hers.

THE MENTOR WILL:

Provide opportunities for the student to see the career effects, positive and negative on his/her professional life and total lifestyle (i.e., economic level, associates, leisure time, family travel).

THE TEACHER WILL:

Help student discover patterns of career impact by reviewing clues recorded in the journal.

Video tape an interview at the midpoint of the program, to determine the student's view of the impact of the career on the mentor's life.

Encourage the student to state whether he/she is interested in investigating further possible careers in the mentor's field.

Discuss with the student the interaction of personal preferences and skills, career choices, and resulting lifestyles.

Letter to Potential Mentor

(Sample)

Dear _____:

You have been suggested as a person who would be an excellent mentor for a high-school chemistry student. _____ ISD is seeking your help in providing opportunities for academically-gifted science students from _____ High School to see how school learning is linked to professional careers. May one student work with you this spring?

Each student is to be at the professional work site twice a week for two hours from _____ date _____ through _____ date _____. The program will begin during the latter part of January and conclude in May.

Each class member will work with teachers of the high school student and their mentors to assure the effectiveness of the new program. (Specific person) _____ will also be available to assist in any way possible. Your responsibility would be limited to providing first-hand learning for one student. Working with bright, mature young people is highly rewarding for adults who prize academic excellence.

Across the nation there are many well established programs in which professional people in science-related fields offer guidance to gifted secondary science students. The concept is not new; implementation in (town) _____ is. If you would like more details about the plan, please call _____ (Person) _____ will contact you after (date) _____ to find out if you will help. (She/he) _____, I, and the (school name) _____ student hope you will.

Cordially,

Letter to Accepted Mentor

(Sample)

Dear _____:

"Learning by doing!" Thanks so much for agreeing to help make this goal a reality through the mentor program. (Student) _____ is quite excited with the prospect of working with you; and we, the teachers, are almost as thrilled as (he/she) is.

This is the first time that professionals in _____ ISD and the community have joined together to provide career orientation for gifted students. As public-school people, we have planned the experience; we will be glad to assist in every way possible. However, to a great extent the success of the project depends upon the student and you.

It is very important that these intellectually gifted young people spend their time in contact with you, learning what you do. They need to determine, firsthand, how you fulfill your professional role day by day.

We have identified what seem to be the important responsibilities of students and mentors. Please review carefully the enclosed sheets. When the enrichment teacher, _____, contacts you, let (him/her) know whether the proposed statement of responsibilities meets with your approval. Your suggestions are more than welcomed; they are wanted.

Cordially,

Thank-you Letter to Unneeded Mentor

(Sample)

Dear

Thank you so much for considering our request to serve as a mentor for a high-school science student. The response by the community has been overwhelming. At this time we have already paired the eligible students with mentors appropriate for their career choice.

Even though we do not have a student for you at this time, we would like to keep your name in our file for future mentorships. You have been so considerate and we want to thank you for your support.

Cordially,

Letter to Parent

(Sample)

Dear Parent:

You are invited to attend an orientation session for the new high school mentor program.

The mentor program is ready to begin. All of the students have been paired with their mentors and have had their initial interviews.

The meeting will take place (date) , at p.m. in room of the Building. The students, their enrichment teachers, and I (the director of the program) will be in attendance. We will identify the worksite of each student, and review guidelines and instructions related to the program.

Please plan to attend this meeting. You will have an opportunity to ask questions and to meet people involved in the program.

The mentor program has the potential of adding a dimension to your child's education that will be valuable and long lasting. The success of the program depends upon a number of people, including your child. If at any time you feel that you would like to discuss the program, feel free to call me at . You, too, are important to the success of the program.

Cordially,

Thank-You Letter to Mentor
(Sample)

Dear

You have been a part of the development of a very successful mentor program. This program was designed to serve as a prototype for the School District in the future. We have had many good activities, and we have made a few mistakes. All in all, the mentor experience has been a very positive one.

You have been a vital part of the program. Without the time, interest and instruction that you have given the mentor program would have remained an untried idea. Thank you for the contribution that you have made to education and to the life of (student).

Sincerely,

Letter to Student
(Sample)

Dear (Student):

Do you remember when the mentor program was just something that we were dreaming about? Now we have completed the first year. What experiences we have shared! Did you ever think you would be a part of surgery? ...or witness a birth? Who would have thought that one of you would have the opportunity of drawing real blood from your teacher?

The teachers, the principal and I appreciate all that you have done to make this prototype project a success. We have worked hard. We have had good experiences; we have made some mistakes. Because we have learned from all the experiences, the next program will be even better.

Although many people contributed to the program's success, you and your mentor were the key individuals. How you handled your responsibilities and opportunities largely determined the outcome of the project. You have done well and we thank you.

Sincerely,

Letter to Administrator
(Sample)

Dear

This year's mentor program is drawing to a close. This program prototype has been a wonderful success. We have had some valuable experiences. Everything that we have tried has not been successful, but each experience has been a positive one in developing a very valuable and workable program.

(Mr./Mrs.) , you have been very helpful to the program and to those involved. Every time I called on you for assistance, you provided it. Your enthusiasm for the program has been a very important factor at every stage of the project. Thank you so much for giving it the support that only you could give.

Sincerely,

Dinner Invitation
(Sample)

You are invited
to attend an

Appreciation Dinner

honoring the participants of the Mentor Program

(date)

(place)

(time)

R.S.V.P. by (date)

Phone number

TEACHER SESSIONS

Teachers should:

1. Meet with coordinator to review and revise instruments to be used.
2. Meet as a group every week to discuss the progress their students are making in the program.
3. Participate in at least one meeting of all teachers and mentors.
4. Conduct video-taped sessions at the beginning, mid-point, and end of the program to assess students' development.
5. Serve as a review board in the event any student in the program fails to maintain requirements. A school administrator or counselor may be invited to consult with the review board.

SEMINARS

Four student seminars are held during the mentor project. The purpose of the seminars is to have a dialogue with the students to determine what they have learned and how they feel about their activities. The discussions are conducted with groups of students. At each session an enrichment teacher serves as the discussion leader. Questions to be discussed are drafted by the enrichment teachers prior to the seminar. The seminars are video taped to provide a permanent record. An analysis is made of the tapes to determine any changes in students' attitudes and perceptions that have occurred.

Check list:

- _____ Schedule seminars on school calendar EARLY.
- _____ Arrange for teacher coverage of class if necessary.
- _____ Reserve video taping room.
- _____ Purchase blank tapes.
- _____ Meet with camera operator to determine taping format.
- _____ Develop questions for interviews.
- _____ Select discussion leaders. (Leadership responsibility is rotated among teachers.)
- _____ Write notes of appreciation to people who cooperated: i.e., media supervisor, camera operator, scheduling administrator.

SEMINAR QUESTIONS

1. What has been the most surprising thing on the job?
2. Using the information recorded in your journal, discuss one positive and one negative thing you have seen.
3. How do you feel about regulations at the work site?
4. What task have you performed?
5. At this point, do you feel the program is beneficial?
6. Have you seen science in action?
7. What has been your most interesting experience?
8. What have you observed to be the impact of the profession on the mentor's life?
9. Do you see this career as a possibility for you at this time?
10. Is your view of the mentor's work the same as it was prior to this program?
11. What skills do you have, or lack, that are essential to this career?
12. What steps did your mentor follow in preparing for this career?
13. Tell a lasting impression that you have of this program.
14. State instances in which your mentor demonstrated the importance of relating well to others.
15. What types of adjustments were made by your mentor to facilitate this program?
16. Would you hire you? Why or why not?

THE STUDENT JOURNAL

The student's record of the mentor experience is essential to assessment of the individual's progress and the program's success. Teachers must impress students with the importance of posting entries regularly. Following is information project teachers compiled regarding the journal:

1. The student records an entry after each session with the mentor.
2. The journal has two facing pages for each session with the mentor.
On the one page is recorded experiences the student has during the session (cognitive).
On the page facing is recorded the student's feelings about the session (affective).
3. When the program is completed, the journal should contain the following facts and feelings.

FACTS (COGNITIVE)

- a. The preparation necessary to become a professional in mentor's field.
- b. The mentor's preparation and background.
- c. What continuing education is necessary for the mentor.
- d. Personal characteristics necessary for the profession explored.
- e. An assessment of how the career affects the mentor's lifestyle.
- f. A record of professional work the student performed and the skills involved.
A record of the professional work which the mentor performed and a list of skills involved.
- g. Information provided by the mentor concerning appropriate dress, behavior and attitude.

FEELINGS (AFFECTIVE)

The student discusses his/her:

- a. Willingness to put forth the effort necessary to choose this career observed.
 - b. Feelings about this career at the beginning, midpoint and end of the mentorship.
 - c. Assessment of personal skills as they relate to this profession.
 - d. Perceived ability to develop the skills necessary for entry-level and advanced performance in the career field.
 - e. Feelings about the effects this career, if selected, would have on his/her personal lifestyle.
 - f. Self concept and feelings about the skills learned during the mentorship.
 - g. Feelings about the work done, the work environment and other aspects of the profession observed.
 - h. Perceptions of the advantages and disadvantages of the career explored.
 - i. The personal satisfaction that the mentor seems to derive from his/her career.
4. A checklist of responsibilities and deadlines is placed in each student's journal.

Insights--Reflections of the Project Staff
(End sights)

1. Administrators should provide released time for the project coordinator. Access to telephone and to secretarial help are essential to the functioning of the coordinator.
2. Student involvement in the mentor program may be combined with his/her enrollment in a free enterprise course or a career education course.
3. The student should sign a contract stating that the mentor program takes priority over other extracurricular school activities.
4. Students should receive a grade for the course in both achievement and conduct.
5. Students should be alerted to the fact that repetition and boredom are part of the work day at some times in most professions.
6. Mentors should be requested to help the students understand that there are things that they need further training to handle. (Occasionally, students think that the jobs they are permitted to perform constitute the mentor's total responsibilities.)
7. Students must be reminded that the program depends on their maturity and ability to accept responsibility. (Example, students must notify mentors when they will be absent, etc.)
8. Teachers should remind students to show gratitude and appreciation through both manner and expression.
9. Some students will discover that they are not suited to the mentor's career choice; therefore, counseling should be provided to assist students to gain as much as possible from the experience.
10. If mentor time is provided through course compacting, great care should be exercised in selecting courses. Reading-based courses, such as history and psychology, are easier for students to compact than laboratory-science courses.
11. Each teacher should leave his/her business card at the work site so that the teacher's name and telephone number are readily available to the mentor.
12. Teachers should not assume too much about the maturity level of high school students.
13. The project director should provide stamped, self-addressed envelopes in which requested forms can be returned.

MENTOR PROJECT
STUDENT REVIEW

Student _____ Date _____

Mentor _____ Interest Explored _____

	Commendable	Satisfactory	Needs to Improve	N/A
PERSONAL CHARACTERISTICS				
Understands and accepts responsibility				
Shows interest and enthusiasm				
Is courteous and cooperative				
Uses good judgement				
Is poised and self-confident				
Uses initiative, seeks opportunities to learn				
Takes responsibility for own learning				
Strives for quality in assigned projects				
Asks appropriate questions				

PERFORMANCE				
Seeks feedback concerning performance				
Accepts feedback information				
Uses criticism constructively				
Uses learning resources at site				
Completes tasks assigned				
Progressively requires less supervision				
Is concerned for equipment/property				

PROFESSIONAL APPEARANCE/CONDUCT				
Behaves in a professional manner				
Dresses appropriately				
Reports for mentor sessions on time				
Adheres to established schedule				

COMMENTS:

Signature of Mentor

Signature of Student

Student Review

Sample of Mentors' Comments:

It has been a real privilege working with (student) and being involved in this program.

(Student) has already overcome his greatest obstacles in realizing his limitations (which are few) and in knowing what areas he needs to improve, e.g., study time.

(Student) has shown exceptional maturity and interest for his age. This program has been a learning experience for both of us, and I feel it should be very beneficial for the students as they make their career choices.

It was a shame that (student) was not able to visit our field operations, as that is a large part of understanding petroleum engineering. If this part of the program is continued, someone should make an effort to get the proper releases so the students will be able to visit the field.

Once again I enjoyed and benefited from working with the students, and hope the school district realizes the potential benefits of this type of program and continues offering this type of program in the future.

Very eager to learn lab procedures.

I don't feel that I was able to teach him as much as I should. Seek his response to see if the program was of benefit.

(Student) was a delight. I regret time and chance reduced exposure to "special events/procedures." I hope (student) found her experience worthwhile.

(Student) started out thinking he was to be an editor, but learned quickly everyone has to do "menial" tasks daily.

MENTOR EVALUATION

(date)

	Most Positive	Neutral	Most Negative
1. Your overall view of the program.			
2. Effect of program on your staff.			
3. Your feelings toward participating in a similar program in the future.			
4. Your perceptions of the student with whom you worked.			
5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.)			
6. Additional comments:			

Please return the completed form in the enclosed envelope. Thank you for your help.

STUDENT EVALUATION OF

MENTOR PROGRAM

(date)

	Most Positive	Neutral	Most Negative
1. Your overall view of the program.			
2. Effect of program on you.			
3. Your feelings toward participating in a similar program in the future.			
4. Your perceptions of the mentor with whom you worked.			
5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.)			
6. Additional comments:			

Please return the completed form in the enclosed envelope. Thank you for your help.
(Have forms returned to coordinator.)

PARENT EVALUATION OF
MENTOR PROGRAM
(date)

	Most Positive	Neutral	Most Negative
1. Your overall view of the program.			
2. Effect of program on your child.			
3. Your feelings toward your child's participation in a similar program in the future.			
4. Your perception of the mentor with whom your child worked.			
5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.)			
6. Additional comments:			

Please return the completed form to the program coordinator in the enclosed envelope. Thank you for your help.

TEACHER EVALUATION OF
MENTOR PROGRAM
(date)

	Most Positive	Neutral	Most Negative
1. Your overall view of the program.			
2. Effect of program on you.			
3. Your feelings toward participating in a similar program in the future.			
4. Your perception of the student with whom you worked.			
5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.)			
6. Additional comments:			

MENTOR EVALUATION

Sample responses, cont'd.

5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.

The students should have the opportunity to rotate in the different fields of medicine, i.e., research or teaching and/or in the field of dentistry.

Students should have some minimal high school knowledge of the subject for which they are involved.

6. Additional comments:

I feel the program is beneficial to both the students and the mentor and should definitely be continued.

If possible, try to narrow in on student's interest before beginning project or program.

Overall, it has been a pleasant experience for our office; however, I can see how a student that had some objectionable character traits or habits would have to be asked not to participate.

I think this concept is excellent and I hope it is continued.

Students should be more aware of job situation.

I felt very good in general. I probably would be more effective "the second time around."

The student is very polite and has a pleasing personality.

I really enjoyed this experience. So did a lot of the medical/nursing staff who found (student's) interest refreshing. Their comments regarding the later program were positive.

STUDENT EVALUATIONS

Sample responses

5. Changes you would suggest....

I think both the student and the mentor should have a broader knowledge of what the program is all about, and that each should set down some sort of tangible goal to achieve, i.e., a project, research paper, slide show, etc.

I would suggest a time change in the programs of the future. If the program were to be held during one or two weeks by itself it would make it easier on the students and their mentors as far as work goes. I would suggest an isolated time when only the mentor program be in progress.

As I have observed some students are capable of missing two days a week and at the same time maintaining study habits, others are not. It might be suggested that either the student selection be different or that the time scheme be changed.

I think there would be a need to cut down in the time spent in the mentor program unless more than one mentor is used. The selection of mentors is fine but I feel they need more preparatory work in order to know what exactly they need to do. A mentor must have planned ahead of time a basic study guide which they will use with their students. The program takes a lot out of a person so the student must be an exceptional student who is willing to stay after or come before school.

I would suggest that the students be involved with several different mentors and jobs at different times (ex., doctor 8 weeks, vet next 8 weeks, etc.). It would give the student a variety of experiences in different occupations. Also try two different mentors in the same jobs.

6. Additional comments:

The students would not have to miss any school if they just went after school.

I would like to participate in another mentor program.

The places picked must have a variety of things to do, especially if the time period is not reduced. The enrichment teachers must also get more involved.

I was very pleased with the relationship I developed with my instructors. I work better in a casual environment.

PARENT EVALUATION

Sample responses, con'd.

5. Changes you would suggest (time, selection of mentors, selection of students, focus of program, etc.).

Try a full year of exposure; also more than one mentor in variety of occupations; summer mentorships would make a good alternative for those too young to hold regular jobs.

If possible, provide a rotation of mentors to give broader concept.

Only problem I observed was the feeling of the students that they were missing information, handouts, etc. in the regular class.

Late afternoon is possibly not the most productive time of the day. If feasible would recommend a more varied schedule. Perhaps it could be arranged for the student to spend time with the mentor on a "school holiday" day.

I think your greatest shortcoming was in the choice of mentors. The focus of the program, students and time were all fine, if the time with mentor was of better quality. There certainly should have been evaluations sooner so that if the experience was not working, the student could have changed without actually "quitting," or merely showing up so as not to appear to be abandoning something they started.

6. Additional comments:

Compacting of subject matter should have been done throughout the year. Students experienced some stress adjusting to the change of pace when mentorship started.

I feel that the mentor program is a very good project that should not be abandoned too hastily. It has had a rough beginning, but with time, should prove worthwhile. Whether missing a class will ever be a desirable situation, I'm not sure. It's very difficult for a teacher to have two groups directed at the same goal and doing the same work within different time frames.

One of the best things about this program is that it will aid the students in selecting their lifetime work.

Our experience was very positive. Some of the other students who I observed closely did not fare as well as (son) did because of the mentor's apparent lack of time or interest. We need to work harder on finding other mentors who are not university and/or research oriented.

I am impressed with the program. The mentors are making a valuable contribution to the educational experiences of these students.

TEACHER EVALUATION

Sample responses

5. Changes you would suggest (time, selection of mentors, selections of students, focus of program, etc.).

Teachers should be directly involved with mentors and students from the beginning of the program.

Students need basic career education information (interview techniques, sources of career information, etc.) prior to beginning the mentorship.

To accomplish much in science, much more time needs to be spent in the lab. Students of this caliber, however, are always very involved in all sorts of activities and do not have more time. Perhaps they should sacrifice other activities to accomplish more in the lab.

Students need more than one mentor. Time for the enrichment teacher to talk with the student, particularly after the seminars, is greatly needed. I hear the students say so many things that I would like to comment on or clarify. It would be good if guidance counselors could review the tapes and perhaps help guide these particular students. The reason I say guidance counselors is that they may have more time to meet with students. As the program is set up now, we see some problems but have little or no time to help solve them.

I think a class for one semester at (last) period would work well. Student attitude should receive the most crucial scrutiny. Possibly this could be incorporated into a one-semester careers or free enterprise course.

Even if this were a semester course, I think students should be with their mentors no more than 4 days a week. They need to have a day for evaluation of their experiences with their assigned teacher.

I would suggest the program be set up as an elective course, with a class period for the mentor program. Allow students who wish to investigate careers sign up for the class. The students should have teacher recommendations. The compacting was rather frustrating for the students at times. They need to know how to interview, how to fill out application forms, how to write resumes. They need to have more instruction time on what to look for in their particular search for a career.

6. Additional comments:

This was an excellent pilot project.

This program will strengthen our schools and, therefore, our students will be better equipped to deal with the realities of life beyond high school. Some of the mentors are realizing how little science is required in high school and are seeking ways to change the minimal requirements.

The program has been a wonderful experience for me personally and for the students. Many who felt they know for sure the career they wished to pursue found their skills and attitudes were not compatible with the career. Others became even more interested. Others found other related careers they wished to pursue.

The mentors in most cases were excellent. Others did not catch the drift. Perhaps an orientation time with the mentors would have been helpful.